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ABSTRACT

Developed through a modified DACUM (Developing a Curriculum) process involving business, industry, labor, and community agency representatives in Ohio, this document is a comprehensive and verified employer competency profile for individual and family support services occupations. The list contains units (with and without subunits), competencies, and competency builders that identify the skills needed to enter these occupations. This competency list may be used only as an additional component to two other lists, "Early Childhood Education and Care" and/or "Hospitality and Facility Care Services." The occupational, academic, and employability skills for this occupation or occupational area are included. Within the outline are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items are required to be taught and will be the basis for questions on the state vocational competency tests. Advancing items identify the knowledge, skills, and attitudes needed to advance in the occupation; futuring items identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation 3 to 4 years from now. Titles of the four units are as follows: individual and family care fundamentals; individual and family daily living assistance; individual and family recreational and social activities; and employability skills. (YLB)

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OHIO'S COMPETENCY ANALYSIS PROFILE

INDIVIDUAL AND FAMILY SUPPORT SERVICES

This competency list may only be used as an additional component to *Early Childhood Education and Care* or *Hospitality and Facility Care Services.*

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Ohio's Future at Work

Division of Vocational and Career Education
Ohio Department of Education

Vocational Instructional Materials Laboratory
Center on Education and Training for Employment
THE OHIO STATE UNIVERSITY

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What is OCAP?

"A comprehensive and verified employer competency list will be developed and kept current for each program." This is the second objective of Imperative 3 of the *Action Plan for Accelerating the Modernization of Vocational Education: Ohio's Future at Work*. Ohio's Competency Analysis Profile (OCAP) lists are the Division of Vocational and Career Education's response to that objective. OCAP lists evolve from a modified DACUM process involving business, industry, labor, and community agency representatives from throughout Ohio. The OCAP process is directed by the Vocational Instructional Materials Laboratory at The Ohio State University's Center on Education and Training for Employment.

How is OCAP used?

Each OCAP contains units (with and without subunits), competencies, and competency builders that identify the occupational, academic,* and employability skills needed to enter a given occupation or occupational area. Within that outline there are three levels of items: core, advancing, and futuring. Core items identify the knowledge, skills, and attitudes essential for entry-level employment. These items will be the basis for questions on the state vocational competency tests (scheduled to begin in school year 1993-94). Advancing items (marked with one asterisk) identify the knowledge, skills, and attitudes needed to advance in a given occupation. Futuring items (marked with two asterisks) identify the knowledge, skills, and attitudes needed to enter and remain in a given occupation three to four years from now.

School districts may add as many units, subunits, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees should be actively involved in the identification and verification of additional items. Using OCAP lists, instructors will be able to formulate their vocational courses of study and monitor competency gains via the new criterion-referenced competency testing program that will be directly tied to the competencies identified on the OCAP lists.

***Academic competencies have not been identified for all OCAPs. At a later date math, communication, and science competencies will be released.**

The **Employability Skills** portion of this list was verified by the following employer panel:

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Ohio Competency Analysis Profile
Individual and Family Support Services
(Nonhealthcare-Related)

Unit 1: Individual and Family Care Fundamentals

Competency 1.0.1: Identify types of family care services and job opportunities

Competency Builders:

1.0.1.1 Determine individual and family care services available
1.0.1.2 Identify functions and limitations of specific agencies and services
1.0.1.3 Analyze career, education, and job opportunities and descriptions
1.0.1.4 Identify benefits and rewards of working with individuals and families
1.0.1.5 Identify personal qualities that lead to job success
1.0.1.6 Set career goals

Competency 1.0.2: Analyze normal developmental processes

Competency Builders:

1.0.2.1 Identify life-span developmental stages (biological, psychological, social)
1.0.2.2 Analyze impact of developmental processes on family dynamics
1.0.2.3 Identify disabling conditions
1.0.2.4 Recognize common medical conditions
1.0.2.5 Recognize chronic disorders and diseases
1.0.2.6 Analyze death and dying process
1.0.2.7 Analyze grieving process
1.0.2.8 Identify environmental restrictions that affect daily living activities
1.0.2.9 Identify benefits of developmental stages
1.0.2.10 Identify misconceptions of developmental stages

Competency 1.0.3: Analyze needs of individuals and families

Competency Builders:

1.0.3.1 Identify physical needs
1.0.3.2 Analyze measures to lessen effects of physical changes
1.0.3.3 Identify emotional needs
1.0.3.4 Determine factors that may cause changes in emotional well-being (e.g., depression, medications, diseases, infectious processes, environmental changes, nutritional changes)
1.0.3.5 Identify emotional problems
1.0.3.6 Analyze ways to help individuals and families with emotional adjustments
1.0.3.7 Identify mental needs of individuals and families
1.0.3.8 Analyze ways to help individuals and families with mental disorders

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1.0.3.9 Identify how social changes affect individuals and families
1.0.3.10 Identify signs and symptoms of active and passive abuse
1.0.3.11 Recognize symptoms of substance abuse
1.0.3.12 Recognize multicultural and religious needs
1.0.3.13 Determine ways to meet social needs
1.0.3.14 Analyze ways to help individuals and families with social changes
1.0.3.15 Identify behavioral expectations appropriate to levels of functioning
1.0.3.16 Identify activities appropriate to levels of functioning
1.0.3.17 Identify equipment appropriate to levels of functioning
1.0.3.18 Identify teaching techniques appropriate to levels of functioning

Competency 1.0.4: Apply sanitation measures

Competency Builders:

1.0.4.1 Identify and practice universal sanitation precautions
1.0.4.2 Demonstrate proper hand-washing techniques
1.0.4.3 Identify basic infection-control techniques
1.0.4.4 Identify safe waste disposal methods
1.0.4.5 Identify laundry techniques
1.0.4.6 Identify pest-control methods
1.0.4.7 Identify disinfecting techniques
1.0.4.8 Clean and sanitize eating and food preparation dishes and utensils

Competency 1.0.5: Apply safety procedures

Competency Builders:

1.0.5.1 Identify major causes of accidents
1.0.5.2 Identify potentially hazardous conditions
1.0.5.3 Maintain safe environment
1.0.5.4 Demonstrate use of fire extinguishers
1.0.5.5 Identify evacuation procedures in various settings
1.0.5.6 Identify responses to natural disasters
1.0.5.7 Identify responses to life-threatening emergencies
1.0.5.8 Use correct body mechanics when performing home management tasks

Competency 1.0.6: Identify unsafe and unacceptable working conditions

Competency Builders:

1.0.6.1 Recognize potential emotionally and physically abusive work situations
1.0.6.2 Recognize work-related liabilities
1.0.6.3 Identify personal safety techniques
1.0.6.4 Recognize stressful work situations and reduction mechanisms

Competency 1.0.7: Summarize legislation that affects needs, interests, and rights of individuals and families

Competency Builders:

1.0.7.1 Identify organizations concerned with legislation
1.0.7.2 Analyze health, housing, and service legislation for individuals and families

Competency 1.0.8: Analyze services to assist individuals and families in daily living

Competency Builders:

1.0.8.1 Identify types of community support facilities
1.0.8.2 Evaluate community services and resources
1.0.8.3 Evaluate consumer products
1.0.8.4 Identify ways to assist individuals and families with personal affairs
1.0.8.5 Identify types of fraudulent and deceptive practices
1.0.8.6 Identify agencies that assist victims of fraudulent and deceptive practices
1.0.8.7 Identify sources of community protection and assistance

Unit 2: Individual and Family Daily Living Assistance

Competency 2.0.1: Provide nutritional care

Competency Builders:

2.0.1.1 Identify daily food requirements
2.0.1.2 Identify common dietary modifications, deficiencies, and diseases
2.0.1.3 Prepare diets and menus
2.0.1.4 Interpret recipes and instructions
2.0.1.5 Identify community meal programs and supplemental food sources
2.0.1.6 Use proper cooking equipment and utensils
2.0.1.7 Purchase food and supplies
2.0.1.8 Prepare meals
2.0.1.9 Set up serving area, tray, or table
2.0.1.10 Deliver food
2.0.1.11 Serve food
2.0.1.12 Store leftover foods
2.0.1.13 Apply sanitary procedures
2.0.1.14 Wash dishes
2.0.1.15 Clean work areas and kitchen sink

Competency 2.0.2: Provide individual and family care

Competency Builders:

2.0.2.1 Assure safety of individuals and families
2.0.2.2 Apply sanitary procedures
2.0.2.3 Identify signs of illness
2.0.2.4 Identify preventive health measures
2.0.2.5 Prepare supplies and materials necessary for daily living activities
2.0.2.6 Encourage and facilitate independent living activities
2.0.2.7 Determine and provide clothing maintenance needs

Competency 2.0.3: Analyze housing and transportation needs

Competency Builders:

2.0.3.1 Identify changing housing needs according to developmental stages
2.0.3.2 Evaluate housing alternatives available
2.0.3.3 Identify transportation needs and services

Competency 2.0.4: Provide housekeeping care

Competency Builders:

2.0.4.1 Apply safety procedures
2.0.4.2 Apply sanitary procedures
2.0.4.3 Use common cleaning products and equipment
2.0.4.4 Operate household appliances
2.0.4.5 Air rooms
2.0.4.6 Clean floors
2.0.4.7 Vacuum floors, rugs, and carpets
2.0.4.8 Dust wood, metal, and upholstered furniture
2.0.4.9 Empty trash containers
2.0.4.10 Make beds
2.0.4.11 Adjust heat and ventilation
2.0.4.12 Clean mirrors
2.0.4.13 Clean range and/or oven
2.0.4.14 Clean and defrost freezer and refrigerator
2.0.4.15 Provide laundry care
2.0.4.16 Operate laundry equipment
2.0.4.17 Water and care for plants
2.0.4.18 Feed and care for pets

Competency 2.0.5: Assist with home management tasks

Competency Builders:

2.0.5.1 Analyze care provider's role in managing a household
2.0.5.2 Analyze family needs
2.0.5.3 Develop plan of work
2.0.5.4 Arrange needed services
2.0.5.5 Replace supplies
2.0.5.6 Maintain confidentiality
2.0.5.7 Assist with banking activities
2.0.5.8 Assist with energy conservation needs
2.0.5.9 Assist with paying bills
2.0.5.10 Maintain appointment calendar
2.0.5.11 Assist with maintaining records
2.0.5.12 Assist with shopping
2.0.5.13 Run errands
2.0.5.14 Coordinate transportation services
2.0.5.15 Pick up medications
2.0.5.16 Take and record phone messages
2.0.5.17 Write cards or letters

Unit 3: Individual and Family Recreational and Social Activities

Competency 3.0.1: Plan individual and family recreational activities

Competency Builders:

3.0.1.1 Assess individual and group activity needs and interests
3.0.1.2 Plan activities to meet holistic needs of individuals and families
3.0.1.3 Adapt activities to abilities
3.0.1.4 Schedule activities
3.0.1.5 Identify budget constraints
3.0.1.6 Encourage individuals to pursue personal interests and hobbies

Competency 3.0.2: Implement individual and family psychological activities

Competency Builders:

3.0.2.1 Identify need for psychological and self-esteem-building activities
3.0.2.2 Plan psychological activities
3.0.2.3 Provide companionship
3.0.2.4 Encourage reading activities
3.0.2.5 Develop active listening skills
3.0.2.6 Direct craft activities
3.0.2.7 Identify need for intimacy
3.0.2.8 Encourage writing activities
3.0.2.9 Determine need for educational activities
3.0.2.10 Direct nature activities
3.0.2.11 Plan activities to include extended family members
3.0.2.12 Plan activities to meet spiritual needs

Competency 3.0.3: Implement individual and family physical activities

Competency Builders:

3.0.3.1 Apply safety procedures
3.0.3.2 Identify need for physical activities
3.0.3.3 Plan physical activities
3.0.3.4 Encourage physical exercise
3.0.3.5 Organize indoor and outdoor sports
3.0.3.6 Organize competitive events

Competency 3.0.4: Implement individual and family social activities

Competency Builders:

3.0.4.1 Apply safety procedures
3.0.4.2 Identify need for social activities
3.0.4.3 Plan social activities
3.0.4.4 Teach games
3.0.4.5 Encourage participation
3.0.4.6 Direct musical activities
3.0.4.7 Plan and supervise social gatherings

* Advancing
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Unit 4: Employability Skills
Subunit 4.1: Career Development

Competency 4.1.1: Investigate career options

Competency Builders:

4.1.1.1 Determine interests and aptitudes
4.1.1.2 Identify career options
4.1.1.3 Research occupations matching interests and aptitudes
4.1.1.4 Select career(s) that best match(es) interests and aptitudes
4.1.1.5 Identify advantages and disadvantages of career options, including nontraditional careers
4.1.1.6 Assess differences in wages, annual incomes, and job opportunities based on geographic location
4.1.1.7 Develop a career plan

Competency 4.1.2: Analyze potential barriers to employment

Competency Builders:

4.1.2.1 Identify common barriers to employment
4.1.2.2 Describe strategies to overcome employment barriers

Unit 4: Employability Skills
Subunit 4.2: Decision Making and Problem Solving

Competency 4.2.1: Apply decision-making techniques in the workplace

Competency Builders:

4.2.1.1 Identify the decision to be made
4.2.1.2 Compare alternatives
4.2.1.3 Determine consequences of each alternative
4.2.1.4 Make decisions based on values and goals
4.2.1.5 Evaluate the decision made

Competency 4.2.2: Apply problem-solving techniques in the workplace

Competency Builders:

4.2.2.1 Diagnose the problem and its causes
4.2.2.2 Identify alternatives and their consequences in relation to the problem
4.2.2.3 Examine multicultural and nonsexist dimensions of problem solving
4.2.2.4 Utilize resources to explore possible solutions to the problem
4.2.2.5 Compare and contrast the advantages and disadvantages of each solution
4.2.2.6 Determine appropriate action
4.2.2.7 Evaluate results

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Unit 4: Employability Skills
Subunit 4.3: Work Ethic

Competency 4.3.1: Evaluate the relationship of self-esteem to work ethic

Competency Builders:

4.3.1.1 Identify special characteristics and abilities in self and others
4.3.1.2 Identify internal and external factors that affect self-esteem

Competency 4.3.2: Analyze the relationship of personal values and goals to work ethic both in and out of the workplace

Competency Builders:

4.3.2.1 Distinguish between values and goals
4.3.2.2 Determine the importance of values and goals
4.3.2.3 Evaluate how values affect goals
4.3.2.4 Identify short-term and long-term goals
4.3.2.5 Prioritize personal goals
4.3.2.6 Describe how personal values are reflected in work ethic
4.3.2.7 Describe how interactions in the workplace affect personal work ethic
4.3.2.8 Examine how life changes affect personal work ethic

Competency 4.3.3: Demonstrate work ethic

Competency Builders:

4.3.3.1 Examine factors that influence work ethic
4.3.3.2 Exhibit characteristics that reflect an appropriate work ethic

Unit 4: Employability Skills
Subunit 4.4: Job-Seeking Skills

Competency 4.4.1: Prepare for employment

Competency Builders:

4.4.1.1 Identify traditional and nontraditional employment sources
4.4.1.2 Utilize employment sources
4.4.1.3 Research job opportunities, including nontraditional careers
4.4.1.4 Interpret equal employment opportunity laws
4.4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
4.4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

Competency 4.4.2: Design a résumé

Competency Builders:

4.4.2.1 Identify personal strengths and weaknesses
4.4.2.2 List skills and/or abilities, career objective(s), accomplishments/achievements, educational background, and work experience
4.4.2.3 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
4.4.2.4 Complete résumé using various formats
4.4.2.5 Secure references

Competency 4.4.3: Complete and process job application forms

Competency Builders:

4.4.3.1 Explain the importance of an application form
4.4.3.2 Identify ways to obtain job application forms
4.4.3.3 Describe methods for handling illegal questions on job application forms
4.4.3.4 Demonstrate legible written communication skills using correct grammar, spelling, and concise wording
4.4.3.5 Return application to proper person, request interview, and follow up

Competency 4.4.4: Demonstrate interviewing skills

Competency Builders:

4.4.4.1 Investigate interview environment and procedures
4.4.4.2 Explain the critical importance of personal appearance, hygiene, and demeanor
4.4.4.3 Demonstrate question and answer techniques
4.4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions

Competency 4.4.5: Secure employment

Competency Builders:

4.4.5.1 Identify present and future employment opportunities within an occupation/organization
4.4.5.2 Research the organization/company
4.4.5.3 Use follow-up techniques to enhance employment potential
4.4.5.4 Compare and evaluate job offers

Unit 4: Employability Skills

Subunit 4.5: Job Retention Skills

Competency 4.5.1: Analyze the organizational structure of the workplace

Competency Builders:

4.5.1.1 Identify and evaluate employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
4.5.1.2 Be aware of and obey all company policies and procedures
4.5.1.3 Examine the role/relationship between employee and employer
4.5.1.4 Recognize opportunities for advancement and reasons for termination

Competency 4.5.2: Maintain positive relations with others

Competency Builders:

4.5.2.1 Exhibit appropriate work habits and attitude
4.5.2.2 Identify behaviors to establish successful working relationships
4.5.2.3 Cooperate and compromise through teamwork and group participation
4.5.2.4 Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age

Unit 4: Employability Skills
Subunit 4.6: Job Advancement

Competency 4.6.1: Analyze opportunities for personal and career growth

Competency Builders:

4.6.1.1 Determine opportunities within an occupation/organization
4.6.1.2 Compare and contrast other opportunities
4.6.1.3 List benefits of job advancement
4.6.1.4 Evaluate factors involved when assuming a new position within or outside an occupation/organization

Competency 4.6.2: Exhibit characteristics needed for advancement

Competency Builders:

4.6.2.1 Display a positive attitude
4.6.2.2 Demonstrate knowledge of a position
4.6.2.3 Perform quality work
4.6.2.4 Adapt to changing situations and technology
4.6.2.5 Demonstrate capability for different positions
4.6.2.6 Participate in continuing education/training programs
4.6.2.7 Respect, accept, and work with ALL individuals in the workplace

Unit 4: Employability Skills
Subunit 4.7: Technology in the Workplace

Competency 4.7.1: Assess the impact of technology in the workplace

Competency Builders:

4.7.1.1 Cite how past business/industry practices have influenced present business/industry processes
4.7.1.2 Investigate the use of technology in the workplace
4.7.1.3 Analyze how present skills can be applied to learning new technologies

Competency 4.7.2: Use a variety of technological applications

Competency Builders:

4.7.2.1 Explore basic mathematical, scientific, computer, and technological principles
4.7.2.2 Use technology to accomplish assigned tasks
4.7.2.3 Create solutions to problems using technical means

* Advancing
** Futuring

Unit 4: Employability Skills
Subunit 4.8: Lifelong Learning

Competency 4.8.1: Apply lifelong learning to individual situations

Competency Builders:

4.8.1.1 Define lifelong learning
4.8.1.2 Identify factors that cause the need for lifelong learning

Competency 4.8.2: Adapt to change

Competency Builders:

4.8.2.1 Analyze the effects of change
4.8.2.2 Identify reasons why goals change
4.8.2.3 Describe the importance of flexibility when reevaluating goals
4.8.2.4 Evaluate the need for continuing education/training

Unit 4: Employability Skills
Subunit 4.9: Economic Education

Competency 4.9.1: Analyze global enterprise system

Competency Builders:

4.9.1.1 Identify characteristics of various enterprise systems
4.9.1.2 Examine the relationship between competition, risk, and profit
4.9.1.3 Illustrate how supply and demand influence price

Competency 4.9.2: Evaluate personal money management

Competency Builders:

4.9.2.1 Describe the need for personal management records
4.9.2.2 Identify methods of taxation
4.9.2.3 Analyze how credit affects financial security
4.9.2.4 Compare types and methods of investments
4.9.2.5 Prepare a personal budget
4.9.2.6 Be an informed and responsible consumer
4.9.2.7 Analyze the effects of advertising on the consumer

Unit 4: Employability Skills
Subunit 4.10: Balancing Work and Family

Competency 4.10.1: Analyze the effects of family on work

Competency Builders:

4.10.1.1 Recognize how family values, goals, and priorities are reflected in the workplace
4.10.1.2 Identify present and future family structures and responsibilities
4.10.1.3 Describe personal and family roles
4.10.1.4 Analyze concerns of working parent(s)
4.10.1.5 Examine how family responsibilities can conflict with work
4.10.1.6 Resolve family-related conflicts
4.10.1.7 Explain how to use support systems/community resources to help resolve family-related conflicts

Competency 4.10.2: Analyze the effects of work on family

Competency Builders:

4.10.2.1 Identify responsibilities associated with paid and nonpaid work
4.10.2.2 Compare the advantages and disadvantages of multiple incomes
4.10.2.3 Explain how work can conflict with family responsibilities
4.10.2.4 Explain how work-related stress can affect families
4.10.2.5 Identify family support systems and resources

Unit 4: Employability Skills
Subunit 4.11: Citizenship in the Workplace

Competency 4.11.1: Exercise the rights and responsibilities of citizenship in the workplace

Competency Builders:

4.11.1.1 Identify the basic rights and responsibilities of citizenship
4.11.1.2 Examine the history and contributions of all racial, ethnic, and cultural groups

Competency 4.11.2: Cooperate with others in the workplace

Competency Builders:

4.11.2.1 Identify situations in which compromise is necessary
4.11.2.2 Examine how individuals from various backgrounds contribute to work-related situations
4.11.2.3 Demonstrate initiative to facilitate cooperation
4.11.2.4 Give and receive constructive criticism to enhance cooperation

* Advancing
** Futuring

Unit 4: Employability Skills
Subunit 4.12: Leadership

Competency 4.12.1: Evaluate leadership styles appropriate for the workplace

Competency Builders:

4.12.1.1 Identify characteristics of effective leaders
4.12.1.2 Compare leadership styles
4.12.1.3 Demonstrate effective delegation skills
4.12.1.4 Identify opportunities to lead in the workplace

Competency 4.12.2: Demonstrate effective teamwork skills

Competency Builders:

4.12.2.1 Identify the responsibilities of a valuable group member
4.12.2.2 Exhibit open-mindedness
4.12.2.3 Identify methods of involving each member of a team
4.12.2.4 Contribute to the efficiency and success of a group
4.12.2.5 Determine ways to motivate others

Competency 4.12.3: Utilize effective communication skills

Competency Builders:

4.12.3.1 Identify the importance of listening
4.12.3.2 Demonstrate assertive communication
4.12.3.3 Recognize the importance of verbal and nonverbal cues and messages
4.12.3.4 Analyze written material
4.12.3.5 Prepare written material
4.12.3.6 Give and receive feedback
4.12.3.7 Articulate thoughts
4.12.3.8 Use appropriate language

Unit 4: Employability Skills
Subunit 4.13: Entrepreneurship

Competency 4.13.1: Evaluate the role of small business in the economy

Competency Builders:

4.13.1.1 Identify the benefits of small business to a community
4.13.1.2 Analyze opportunities for small business in a community

Competency 4.13.2: Examine considerations of starting a business

Competency Builders:

4.13.2.1 Research a business idea
4.13.2.2 Compare various ways to become a small business owner
4.13.2.3 Investigate factors to consider in financing a new business
4.13.2.4 Evaluate entrepreneurship as a career option

* Advancing
** Futuring

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